

DOCUMENT RESUME

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ABSTRACT

Designed to be used with modules 1 through 5, this tenth in a series of twelve modules presents sex equity teaching strategies unique to the office occupations classroom. Strategies are grouped by sex equity guideline categories: art, language, and content. In addition to specific strategies, instructional suggestions based on common strategies are adapted in an example lesson plan for both a secondary and postsecondary class. The module concludes with a sample media evaluation. (LRA)

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promoting
sex equity
in the classroom

office occupations

Sex equity teaching strategies unique to office occupations classroom use are presented in this module. Strategies are grouped by Sex Equity Guideline categories: art, language, and content. Instructional suggestions based on the common strategies in Module #2, #3, #4, are adapted in an example lesson plan for both a secondary and postsecondary class.

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Using Creative Strategies - Office Occupations (0.0.)

Module #10

This module is intended as an accompaniment to the first five modules. Its purpose is to help you adapt general strategies to promote sex equity contained in Modules #3, #4, and #5 for the vocational education discipline: Office Occupations. Contents include specific strategies, lesson plans, and media evaluations.

Make sure you READ MODULE #1 before proceeding.

CHECK THE SYMBOL

After you have evaluated your media using the Sex Equity Check Sheet in Module #2 and have reviewed the general strategies for art, language, or content in Modules #3, #4, #5, you are ready to adapt strategies for your situation. Because discipline-specific strategies for art, language, and content are represented collectively in this module, symbols have been used to ease identification. Creative strategies to promote sex equity in art follow the "painter's brush," those in language follow the "pen and ink bottle," and those in content follow the "set of books." Use these symbols to help identify quickly the strategies of interest to you.

CONSIDER AN EXAMPLE

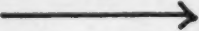
To better understand how a creative strategy can counteract the negative effects of bias in resource materials, review the lesson plans provided. The name of the school, teacher, and course title are identified on each plan. These plans have been implemented and each represents one teacher's ideas on how to adapt a strategy for his/her unique teaching needs. The Sex Equity Check Sheet used to evaluate media for the lesson accompanies the plan. Note the checks in the "Yes" and "No" columns for art, language, and content to interpret the teacher's evaluation of the equitability of the resource and the choice of creative strategy.

INDIVIDUALIZE YOUR PLAN

Consider the information contained in this module that is directly related to your discipline; integrate with information in the first five modules. Evaluate your teaching resources, then select and adapt the creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
 Plan a field trip to a business or institution where females and males wear the same uniforms.	
Take pictures of people in office occupations to illustrate clothing for a variety of office situations. Use these photographs as a basis for discussion of skills necessary for these jobs.	Assist with this project.
* * *	* * *
Use pictures either as a bulletin board display or throughout the classroom showing persons with a variety of handicaps working in office occupation jobs. Illustrations might include a one-armed or a blind person typing, or a person in a wheelchair taking inventory.	
* * *	* * *
Assign a creative activity. 	Prepare a bulletin board illustrating females and males with status and responsibility including males in a secretarial role. Use transparencies or posters also.
* * *	* * *
Demonstrate exercises to be done while at a desk or in any sitting position to keep one's body tone firm.	Practice exercises.
* * *	* * *
* * *	Role play a variety of office situations reversing traditional roles.
* * *	* * *

CREATIVE STRATEGIES

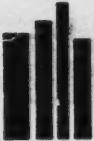
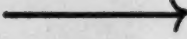
Promoting Sex Equity

Teacher Activities	Student Activities
Prepare slide set of OEA program including pictures of students working at training stations and school activities. Check for sex equity in content. * * *	
Role play putting the female student in position of executive. * * *	Survey training station supervisors (employers) concerning status and future status of women in executive positions. * * *
 Tape a variety of voices in office occupations situations. * * *	Detect the subtle connotations or give their interpretations to the hidden meanings in these voices. * * *
Collect and share correspondence received to illustrate sexist and nonsexist terminology. Assign re-typing of sexist letters into non-sexist language. Develop a bulletin board display from this material. * * *	Share personal examples. * * *
Assign. →	Use subject line in place of salutation in letters or other communications. Example: --Attention: Publications Department. Use nongender titles in business letters rather than gender titles. * * *

CREATIVE STRATEGIES
Promoting Sex Equity

Teacher Activities	Student Activities
Discuss work habits and traits including sensitivity of males and cool-headed thinking of females.	
* * *	* * *
Conduct discussion of proper business dress with deemphasis on glamor girl and emphasis on appropriateness of situation.	
* * *	* * *
Organize a unit, "Making Introductions in the Business Office," with emphasis on manners and titles.	
* * *	* * *
Demonstrate alternative ways of making introductions, answering phone, etc., to avoid use of gender titles. Indicate that certain biased patterns may have been established but that over time they can be changed.	
* * *	* * *
Call attention to use of marital status titles when using filing rules.	
* * *	* * *
Change some of the signatures in books to indicate that some letters are sent by and to women. If this is not possible, bring to students' attention that all example letters are signed by males.	
* * *	* * *

CREATIVE STRATEGIES
Promoting Sex Equity

Teacher Activities	Student Activities
	Change or correct any materials with gender nouns or pronouns to non-gender words. Include exercises in typing books or those given during a transcribing exercise.
* * *	* * *
Use dictation lessons to give students practice in changing gender pronouns to s/he or she and he or changing sentence to use gender-free plural pronouns or gender-free nouns.	Transcribe using gender-free words.
* * *	* * *
 Use male and female individuals on O.O. advisory board.	
* * *	* * *
Use female speakers at employer-employee banquets.	
* * *	* * *
Use male and female judges from the community to judge local O.O. contests.	
* * *	* * *
	Assist instructor in recruitment into O.O. program by speaking to classes and serving on a panel.
* * *	* * *
Assign. 	Report on any subtle indoctrination observed concerning male and female stereotyping of occupations in business office where student is working in Office Education Program Training Station.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Write a series of case studies for a variety of office situations including examples of males and females in nontraditional occupational, societal, or emotional roles. Depict females and males in leadership and assertive positions and in an uncontrolled emotional state. * * *	Answer questions at the end of the case studies. * * *
Assign students to look for examples of persons currently employed in nontraditional office occupations. * * *	List a variety of office occupations. Write the name of any person they know in nontraditional occupations beside the job title. Tally to determine if they know more men or women in nontraditional office occupations. * * *
Conduct a discussion of husband and wife family roles when both parents are working. Include sharing of responsibilities and societal roles. * * *	* * *
Using newspaper articles about people in nontraditional occupations, conduct discussion of future acceptance as well as present acceptance of these individuals. * * *	* * *

Teacher Larry Pagel
School Northeast Iowa Technical
Institute, Calmar, Iowa
Discipline Office Occupations
Education
Course Title Supervised Practi-
cal Experience

LESSON PLAN #1

UNIT: Job Interview

LESSON TOPIC: Job Descriptions for Office Workers

OBJECTIVES:

How to evaluate a job description when looking for a job and how it should meet personal qualifications.
How to word job descriptions.

INSTRUCTIONAL MEDIUM:

PRINT: Material describing
secretarial work

NONPRINT:

Guidelines No(s).
Implemented

Art

(see pp.
Language 2,3,7,8 10-13)

Content

TEACHING TECHNIQUE: discussion

CREATIVE STRATEGY(IES) USED:

Write a job description for a traditionally male and traditionally female position.

TEACHER PREPARATION: (Specific adaptation of strategy applied to class and objective.)

Choose jobs for which students must write job descriptions. Read through job descriptions and pick out statements that were biased and not biased for students to evaluate.

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
Choose two jobs that are traditionally male (farmer) and female (secretary). Pick out statements from descriptions written by students--those that are biased and those that are not biased.	<u>IN CLASS</u> Day before lesson--have students write job description for farmer and secretary. Day of lesson--show on transparencies statements taken from student descriptions. Discuss to see if they are biased or unbiased. Break students into groups to come up with a job description for the secretary and farmer that is not biased. <u>OUT OF CLASS</u>

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

The strategy was effective in that it made the student aware of how we use terms that are sexist when we talk about certain jobs that are held by men and women in our culture. Students were able to select terms that were nonsexist after a discussion on what to look for and how to adapt terminology.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #1)

TITLE:

Material describing secretarial
work

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been prescribed traditionally to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?		✓	
2. Does art work depict alternately both females and males in dominance?		✓	
3a. Are females depicted in nontraditional occupations?		✓	
3b. Are males depicted in nontraditional occupations?		✓	
4a. Does art work depict males and females equally in varied levels of occupational status?		✓	
4b. Does art work depict females and males equally in varied levels of occupational responsibility?		✓	
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			✓
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			✓
6a. Are females depicted in appropriate attire for their occupational roles?	✓		
6b. Are males depicted in appropriate attire for their occupational roles?	✓		
7a. Do illustrations of people include many body types?		✓	
7b. Do illustrations of people include occasional evidence of handicaps?		✓	

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

	Yes	No	N/A
1. Are titles of address indicating gender omitted?			✓
2a. Are gender-free plural pronouns used?		✓	
2b. Is there an equal balance of gender-specific singular pronouns?		✓	
3. Are gender-free nouns substituted for gender pronouns?		✓	
4. Are gender-free nouns used to denote all human beings?		✓	
5. Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?		✓	
6. Are sex-free occupational titles used as indicated in the 1977 <u>Dictionary of Occupational Titles</u> , fourth edition?	✓		
7. Is reference made to physical appearance only when there is a purpose?		✓	
8. Is each occupation described as being performed by both sexes?		✓	
9. Are nondemeaning descriptions of people used?		✓	

LANGUAGE - SPOKEN

10a. Is a range of emotions expressed by a female speaker(s)?			✓
10b. Is a range of emotions expressed by a male speaker(s)?			✓
11a. Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
11b. Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			✓
12a. Are titles of address indicating feminine gender used only if speaker prefers?			✓
12b. Are titles of address indicating masculine gender used only if speaker prefers?			✓

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?		✓	
1b. Are males portrayed in a variety of occupations?		✓	
2a. Are males portrayed in a range of societal roles?			✓
2b. Are females portrayed in a range of societal roles?			✓
3a. Do females portray a range of emotions?			✓
3b. Do males portray a range of emotions?			✓
3c. Do males portray a range of values?			✓
3d. Do females portray a range of values?			✓
3e. Do females portray a range of interests?			✓
3f. Do males portray a range of interests?			✓
3g. Do females portray a range of abilities?	✓		
3h. Do males portray a range of abilities?		✓	
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?		✓	
5. Is preparation for an occupation described as available to individuals regardless of sex?		✓	

Teacher Jean Yearous
School Mount Ayr High School
Discipline Office Occupation(s)
Education
Course Title Office Practice

LESSON PLAN #2

UNIT: Human Relations

LESSON TOPIC: Human relation traits and work habits

OBJECTIVES:

1. Recognize good human relation traits
2. List 10 psychological needs of people
3. Distinguish appropriate work habits in relationship to needs

INSTRUCTIONAL MEDIUM:

PRINT:

Guidelines No(s).
Implemented

(see pp.

Art 1,6,7 16-19)

NONPRINT: Transparencies on human
relations

Language _____

Content _____

TEACHING TECHNIQUE: discussion (with use of a visual resource)

CREATIVE STRATEGY(IES) USED:

1. Analyze illustrative materials through use of transparencies
2. Show additional magazine pictures
3. Discuss body types

TEACHER PREPARATION: (Specific adaptation of strategy applied to class
and objective.)

1. Review transparencies
2. Think through points to emphasize from transparencies
3. Collect additional magazine pictures to show

CLASSROOM PROCEDURE:

TEACHER	STUDENT PARTICIPATION
1. Use transparencies to conduct discussion about such aspects of human relations as: - definition - goals of human relations 2. Review 10 psychological needs of people, printed on transparencies. 3. Show selected transparencies and ask questions to stimulate discussion about work habits. Include these and other questions: - Would you agree that men as well as women can be inappropriately dressed for their office jobs? - Do females make more excuses than males? - Do younger office workers make more excuses than older workers? - Can you think of any pictures the company that made this illustration could have used to show that both male and female employees may allow themselves to be distracted from their office work?	<u>IN CLASS</u> Answer discussion questions. Give illustrations focusing on current part-time work experiences. <u>OUT OF CLASS</u> No assignment.

MANAGEMENT TECHNIQUES, IF USED:

TEACHER REACTIONS:

By using the biased materials, we had an effective discussion. I have used the materials previously and by using this strategy I believe the lesson became a more interesting one. Yes, I will do it this way again.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint
Instructional Media: Vocational and Technical Education
(for Lesson Plan #2)

TITLE:

Transparencies on human

relations

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

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